

FACULTY OF EDUCATION

# Edubrief | August 2023





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# Between two worlds: Mapping immigrant literacy practices and identity construction

Leila Kajee (Ed.)



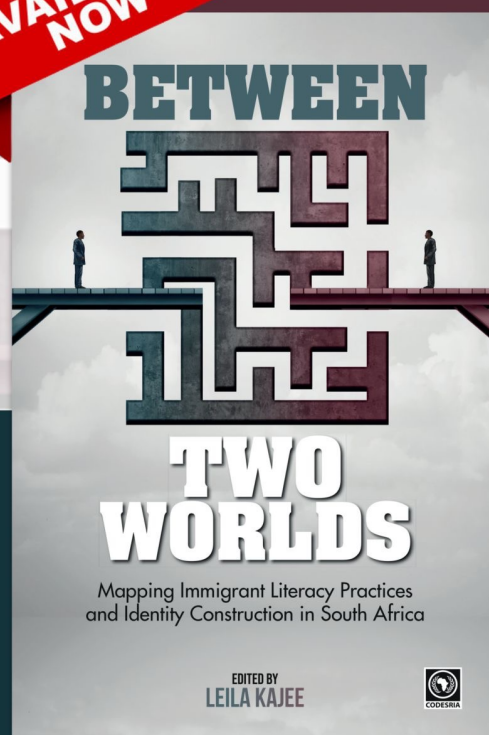
**CODESRIA**  
*Book Series*

## Between Two Worlds: Mapping Immigrant Literacy Practices and Identity Construction in South Africa

Edited by:  
Leila Kajee

This book sets out to explore across various sites immigrant youth's early encounters with literacy and the implications of these encounters for their careers as readers and writers, in- and out of school. Given the vast gulf between children who flourish and those who do not, the book further sets out to investigate potential collaborations between and implications of formal classrooms and informal learning that has the potential to flourish in a range of out-of-school settings.

**AVAILABLE  
NOW**



Leila Kajee's publication arose from a Codesria-sponsored collaboration on the "Between two worlds" project, based in Johannesburg, South Africa, with cooperation from colleagues at the University of British Columbia, Canada, and the University of the Western Cape. The work represents the culmination of years of research, which was undertaken by a group of dedicated team members, consisting of academics, teachers, and postgraduate students across three higher education institutions nationally and internationally.

Increasingly, education systems must serve not only its country's citizens, but immigrants and refugees from the world over who are entering host countries for a variety of reasons: to escape war-torn countries, to provide a better life for their families, to access better education, for employment and health care opportunities, and to engage in business. Accurate statistics surrounding legal and non-legal immigrants in the country are arduous to establish, but what is clear is that they are a minority, yet are equally deserving of attention in our education system. Immigrant children and youth bring their

own language, literacies, and cultural practices to the classroom, leaving teachers and schools speculative about how to cope with their specific needs.

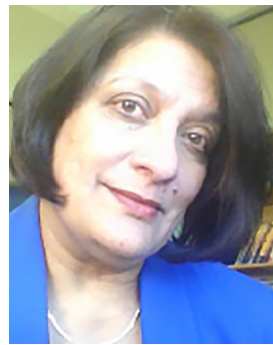
This book sets out to explore across various sites immigrant youth's early encounters with literacy and the implications of these encounters for their careers as readers and writers, in- and out of school. Given the vast gulf between children who flourish and those who do not, the book further sets out to investigate potential collaborations between and implications of formal classrooms and informal learning that has the potential to flourish in a range of out-of-school settings. Through multiple case studies, the authors conduct interviews with immigrant parents, children, and their teachers, as well conduct observations in classrooms and homes. Further, the work aims to explore possibilities around how literacy research can help us re-think and re-contextualise literacy teaching and learning across a range of contexts, as well as their implications for curriculum and pedagogy.



The following research questions are cumulatively posed and addressed by the authors:

- What is the relationship between school learning and immigrant children's everyday lives, and what might an effective relationship be between them?
- How can research on literacy and out-of-school learning help us re-think literacy teaching and learning across a range of contexts?
- How could knowledge of social literacy practices be used to facilitate schooled teaching and
- What early encounters do immigrant children and youth engage in with literacy in their homes, communities, and schools?
- How do the children and youth set about learning to read and write in different contexts, and how do they transfer learning strategies from home to school and vice versa?
- What are patterns of successful immigrant literacy practices that can be discerned?
- How do immigrant parents/ families view their role in their children's literacy education?
- What do teachers know about immigrant children's and youth's home literacy practices, and how does this contribute to their teaching?
- How might out of school identities, social practices, and the literacies that children and youth recruit be leveraged in the classroom?

The book is prefaced by Rajendra Chetty, who provides key influences in the focal area, immigrant literacies. Thereafter the publication unfolds in four parts: Part I presents the background to the project, as well as theories in literacy studies, and the overall project design. Part II presents findings and data elicited from Cameroonian, Turkish, Pakistani, Indian and Congolese homes. Part III establishes alignment between literacy and identity theories and presents findings from research on identity construction among immigrant youth. The findings include their digital identity construction and positioning in the diaspora. In Part IV, Anderson and Anderson provide retrospection on their work in family literacy programmes in Canada. Kajee concludes with reflections on the project.



*Prof Leila Kajee*

## Sports day in collaboration with the UJ cricket and rugby team

**Lerato Ndabezitha ( DCE lecturer), Pamela Tshabalala ( DCE assistant lecturer) Semoni Cancelliere( DCE assistant lecturer)**

A sports day event was held on May 13, 2023, in collaboration with the UJ cricket and rugby teams, involving first-year foundation students.





The event took place at the UJ Soweto campus. The Department of Childhood Education (DCE) has formed a partnership with Funda Ujabule Primary, a primary school located on the Soweto Campus. This school serves as a teaching school for students pursuing a Bachelor of Education (B-Ed) degree in the department. As part of an annual project called "service learning," first-year students have the opportunity to host activities at the primary school. These activities involve meaningful learning experiences with Foundation Phase learners (Grade Rs and ones) based on a provided theme. Service learning integrates community service with academic curriculum, allowing students to reflect on their experiences.

This year, the first-year students were divided into groups and tasked with organizing a sports day for Grade R and grade one learners at the school. They had to create sports equipment such as wickets, cones, balls, and bats using recyclable materials. These homemade materials were utilized by the first-year students, as well as the cricket and rugby players, to engage the learners in activities related to throwing, catching, and batting. Additionally, the rugby and cricket teams participated in community service by donating sports equipment and clothing for the upcoming service-learning event in 2023.

## Visit by researchers from Swiss Distance University of Applied Sciences (SDUAS / FFHS) on the development of a VR classroom

**By Prof Umesh Ramnarain and Prof Christo van der Westhuizen**

SciTechEd hosted Drs Ivan Moser and Martin Hlostá, researchers from the Swiss Distance University of Applied Sciences in the week, 10-14 July 2023. The visit was funded by a Higher Ed XR Innovation Grant for a collaborative project on the development of a Virtual Reality (VR) classroom that will be used to enhance micro-teaching experiences of pre-service science teachers. The research is cutting-edge and involves teaching in VR spaces as well as harvesting data through learning

analytics to provide insights into students' engagement, interaction, communication, and movement within the virtual environment. During the visit, the VR classroom was tested, and refinements made where necessary. The VR classroom will be a very useful resource for teacher education in the Faculty of Education.

The next phase of this research will be a pilot study involving third year BEd pre-service science teachers.



*SciTechEd core development team testing and refining the VR classroom*





*SciTechEd staff experiencing VR classroom*



*SciTechEd core development team with Dr Martin Hlosta (standing centre) and Dr Ivan Moser (standing second from right)*

## Carnegie African Diaspora Fellowship Program (CADFP) visitor: Professor Gibbs Kanyongo of Duquesne University School of Education – USA hosted by the Department of Childhood Education

Professor Kakoma Luneta of the Department of Childhood Education with the aid of the Carnegie African Diaspora Fellowship Program (CADFP) managed to host Professor Gibbs Kanyongo who is a specialist in descriptive and inferential statistics and Professor and Department Chair of the Department of Educational Foundations and Leadership, Duquesne University School of Education - USA for 21 days.

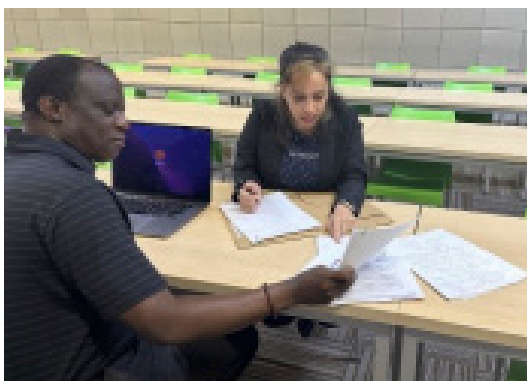
Over a three weeks period the following areas of research were undertaken, quantitative research designs, exploration data analysis, inferential statistics, analysis variances – one-way and two-way ANOVAs, Multivariate Analysis of Variance and Multivariate Analysis of Covariance multiple regressions and Logistic regression and discriminant analysis



*Twenty-three participants with Prof Kakoma Luneta in the centre and Prof Gibbs Kanyongo second from the right*



Group photo of 22 participants with Profs Kanyongo and Luneta on day three of first session



One-on-one consultation with Professor Kanyongo and one of the doctoral students

### Plans for continued collaboration

Since the conclusion of the fellowship, some participants have reached out to Professor Kanyongo with additional questions on their research projects and continues to provide consultation on methodological and data analysis issues as the sessions could not cover everything due to time constraints. Several students have commented on the need for additional time; here some of the quotes from the evaluation form:

*"This program should be given more time"; "More workshops on quantitative research"; "More of these kind of sessions to be arranged in the future"; "More workshops of this kind to be organized".*

The sessions involved a combination of whole group lectures as well as hands on activities on data entry and analysis using SPSS. Participants displayed a high level of engagement, which included pertinent questions related to the presentation, questions related to individual student's work and activities developed by Professor Kanyongo on specific aspects of using SPSS, the pros and cons as well as the applications of SPSS that would yield specific sets of results.

#### Comments from students:

*"Thanks for this symposium and excellent professors"*

*"Great teamwork between both facilitators"*

*"More workshops please! These are good"*

*"This type of training should continue"*

#### Comments from students:

*"Can we please have more of these face-to-face sessions"*

*"UJ should keep up the good work"*

*"More practical quantitative workshops"*

*"Require more practical training in data analysis (SPSS)"*

*"Good presentation and insightful information"*

### Weeks 2 and 3

The second and third week were dedicated to one-on-one consultation with students and junior lecturers on their specific research projects.

*"More of these kind of sessions to be arranged in the future"*

*"More workshops of this kind to be organized"*

*"The training has cleared all obstacles"*

The data from the evaluation and our conversations with the participants overwhelmingly pointed to the need to conduct project of this nature on a regular basis (see students' comments above). However, funding is always the challenge for such kind of projects. Professor Kanyongo pointed out that 'On a personal note, the fellowship was rewarding as I learned a lot from the participants, and also made long lasting connections with most of them'. We therefore conclude by thanking the Carnegie African Diaspora Fellowship Program (CADFP), the Institute of International Education (IIE), the Carnegie Corporation of New York (CCNY) and the Faculty of Education of the University of Johannesburg for funding the project.



# EMPOWERING FUTURE COMMERCE EDUCATORS TWO-DAY EVENT!

Commerce Methodology & Practicum Annual Work-Integrated-Learning Preparation, Alumni Conversation & Career Guidance 2023



The Empowering Future Commerce Educators event held on the 12th and 13th of July 2023 at the University of Johannesburg APK campus was a great success. It aimed at enriching the skills and knowledge of aspiring commerce educators; the two-day program provided a platform for invaluable interactions, insightful discussions, and career guidance.



## Day 1: Conversations, Celebrations, Teacher Wellness & Mental Health

The event commenced with a warm welcome and introductions in C-Les 310. Alumni of the Commerce program engaged in enriching conversations and shared their experiences, offering valuable insights into work-integrated learning (WIL) preparation. Career guidance discussions with ECS honors students sparked inspiration and ambition among the student-teachers.

Thank you to our ECS tutors: V. Khumalo, N. Masehle, N. Molebatsi, K. Sadomba and Alumni Panel: P. Cele, T. Chego, T.J. Kolokoto, N.Z. Mabuza, N. Makhanya, K.A. Mohloana, B.P. Mthembu, P. Ratseane, C.D. Rhodes, F. Sidat, L.M. Volschenk, S.L. Voyi



LM. Volschenk (Top Achiever: Economics & EMS PGCE), N. Masehle (Top Achiever: Business Studies 4), A. Maluleka (Lecturer: Methodology and Practicum: Business Studies & Economics), N. Dasoo (Lecturer: Methodology and Practicum: Accounting), H. Agumba (Lecturer: Methodology and Practicum: Economic Management Science), K. Sadomba (Top Achiever: Accounting 4), B.P. Mthembu (Top Achiever: Business Studies 4 & Economics 4), P.T. Mathibe (Top Achiever: EMS PGCE)



Highlighting academic excellence, a prize-giving ceremony was held to honor the Top Achievers of the Commerce Methodology & Practicum Modules in 2022. The prestigious awards were presented by the esteemed Education & Curriculum Studies, Head of Department, Dr. Nazreen Dasoo and Mrs A. Maluleka (event organiser). In recognition of the importance of teacher wellness and mental health, the event featured a session by

PsyCAD Psychologist Reshmika Singh. Attendees learned valuable techniques for stress management and burnout prevention.

The day concluded with a rejuvenating yoga session led by Mandla from the Bhakti Yoga Society. Participants experienced relaxation and mindfulness, promoting holistic well-being.



## Day 2: High School Content Development & Lesson Preparation

Day two of the event concerned content preparation, addressing high school commerce content challenges. Tutors and teachers in practice gathered to exchange teaching techniques and share valuable insights into term three topics and tricks of the trade.



The content-rich schedule featured specialized sessions in various areas:

- Economics (C-Les 306) delved into critical economic concepts and methodologies. Led by teachers in practice: N. Mkhanya – a three-time award-winning Economics teacher, and S. Voyi.
- Accounting (C-Les 308) provided a comprehensive understanding of accounting principles and applications. Led by teachers in practice: P. Ratseane – award-winning Accounting teacher, and F. Sidat – Director of School & Accounting HOD.
- Business Studies (C-Les 309) equipped educators with practical approaches to teaching business-related subjects. Led by teachers in practice: S. Voyi, N Molebatsi and N. Mkhanya
- Economic & Management Science (EMS) (C-Les 307) offered an insightful exploration of EMS topics,

encouraging engaging classroom practices. Led by teachers in practice: N. Molebatsi, P. Ratseane.

The event culminated with gratitude and appreciation to the Faculty of Education support staff: Mrs B de Jager (Departmental Secretary) and Miss Nozizwe TL Sibisi (Marketing Assistant), student-teachers, lecturers, presenters, and all, who contributed to the event's success and the growth of future commerce educators.

Empowering Future Commerce Educators 2023 enriched knowledge and skills and fostered a sense of community and support among commerce educators. The University of Johannesburg is proud to be at the forefront of empowering the next generation of educators, fostering excellence in commerce education.

*For more information on upcoming events and opportunities, visit the University of Johannesburg website or contact the Education & Curriculum Studies Department.*

## Notable Achievements

Name	Position	Achievement	Details	Geographic Status	Image
<b>Dr Mthobisi Ndaba</b>	Post Doctoral Research Fellow	200 top achievers for the Mail and Guardian prestigious awards	Join me in congratulating Dr. Mthobisi Ndaba, Chair PDRF, on being selected as one of the 200 top achievers, the education category for the Mail and Guardian prestigious awards	National	
<b>Pranasha Everton</b>	Post Grad Student (Masters Candidate)	Promoted from Post level 1 Educator to Post level 3 - Senior Education Specialist at the Johannesburg Central District	Congratulations to UJ master's candidate Pranasha Everton on her promotion from Post level 1 to Senior Education Specialist at the Johannesburg Central District. UJ is proud to celebrate your achievement!	Regional	
<b>Mukateko Sithole</b>	Post Grad Student (PhD Candidate)	Promoted to District Chief Education Specialist at the Head Office of the Limpopo Education Department	Congratulations to UJ Masters Alumna and PhD candidate in the Department of Education Leadership and Management, Mukateko Sithole, on her promotion to District Chief Education Specialist at the Head Office of the Limpopo Education Department. UJ celebrates your success!	Regional	
<b>Dr Nazreen Dasoo</b>	Academic Staff	UNESCO/UNITWIN CHAIR in Values Education - Learning to Live together- Dr Dasoo's Re-appointment	The UNESCO/UNITWIN Chair in Values Education - Learning to Live together has been renewed for a further four-year period. The Chair was first established in 2005. Dr Nazreen Dasoo has been re-appointed by UNESCO as chairholder. The main purpose of the Chair is to gain a greater understanding of the significance of Values Education in the formal school curriculum as well as informal initiatives.	International	
<b>Prof June Bam-Hutchinson</b>	Academic Staff	Joint Best Monograph Non-fiction Category 2023 award of the National Institute of Humanities and Social Sciences (NIHSS)	Prof June Bam-Hutchinson's (Director of CERT) book: "Ausi Told Me: Why Cape Historiographies Matter" (Jacana) was jointly awarded the 2023 Best Monograph in the Non-fiction category from the National Institute of Humanities and Social Sciences at a ceremony in Pretoria on 16 April 2023. Accessible to non-academic communities, the book is used within communities for ritual circle education and field trips on environmental justice.	National	
<b>Dr Suraiya Naicker</b>	Academic Staff	The UK Council for Graduate Education's Research Supervision Recognition Programme.	The UK Council for Graduate Education's Research Supervision Recognition Programme has awarded Dr Suraiya Naicker with a certificate of recognition for her supervisory expertise.	International	
<b>Prof Mondli Hlatshwayo</b>	Academic Staff	Selected for the DHET Future Professors Programme (Cohort 3)	Prof Mondli Hlatshwayo has been selected for the highly sought after DHET Future Professors Programme (Cohort 3)	National	